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ABSTRACT

A study explored the language use patterns, motivations and attitudes toward Americans or the British in the formal English-as-a-foreign-language (EFL) classroom, changes in orientations and motivations, and instructional preferences of limited-English-proficient Korean high school students. Subjects were 40 male and 40 female students randomly selected from two Korean high schools in 1995. Results indicated that the students' language use was restricted to instrumental purposes, that their orientation was intrinsic and extrinsic as well as instrumental and integrative, that instrumental orientation appeared relatively homogeneous while extrinsic motivation was distributed among several sub-scales, and that extrinsic/intrinsic orientations and motivations were mostly involved with developmental changes, which interacted with attributed and classroom factors. In addition, females reported more positive views about the target language, culture, or community than did males. Excerpts from student comments are used to illustrate the findings. Instructional implications are discussed. (Contains 198 references) (MSE)

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Motivational Constructs and Changes in EFL classroom (Pilot Study)

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1

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Abstract

The purpose of this pilot study was to explore what kinds of orientations or motivations Korean EFL students have and whether those motivations differ from the past or the future. For the pilot study, 40 males and 40 females were randomly selected from two Korean high schools. The participants were asked the following open-ended questions: (1) Language use field; (2) Students' motivations (orientations) and attitudes towards Americans or the British in EFL formal language classroom; (3) Changes in orientations and motivations; and (4) Instructional preferences. The data were categorized into specific patterns, based on the previous findings (Dornyei, 1990a; Clement & Krudenier, 1983; Clement et al., 1994). The results indicated that students' language use was mainly restricted to instrumental purpose; that students' orientations consisted of intrinsic/extrinsic orientations as well as integrative and instrumental ones; that instrumental orientation appeared relatively homogeneous, while integrative orientation was sub-grouped into the several sub-scales; and that intrinsic/extrinsic orientations/motivations were mostly involved with developmental changes, which interacted with attributions and classroom factors. In addition females reported more positive view about the target language, culture, or community than males. Finally, students' instructional preferences were described.

Chapter 1. Introduction

When I was a middle school and high school teacher for 2 years in Korea, I had heard many students say that learning English was so boring that had become uninterested in learning English. Students' interest in learning English seems to decrease over time. I have asked myself why students lose interest in learning English. Without motivated students to study English, I felt it hard to teach them. Before suggesting how to motivate students, the author felt the need to identify the reasons for students being motivated or unmotivated.

In the L2 literature, socio-psychologists such as Gardner and his associates have grounded motivational theory in a social psychological framework. By using an instrument, Attitude/Motivation Test Battery (AMTB), they established socio-educational model (Gardner, 1985). Since his theory was built on an empirically grounded data, the socio-educational model has become the predominant theory. Many researchers have supported his model through replication of Gardner's (Gliksman, et al, 1982; Gardner & Smythe, 1973; Gardner, Day, & MacIntyre, 1992; Gardner, 1972, 1985, 1988).

However, a recent series of studies raised questions about his model and the AMTB (Oxford & Shearin, 1994; Dornyei, 1994; Crookes & Schmidt, 1991). The main criticism was that "the exact nature of the social and pragmatic dimensions of L2 motivation is always dependent on who learns what language where" (Dornyei, 1994, p. 275). Because the socio-educational model was developed in the multi-cultural situations, it focused on the social dimension of L2 motivation. However, in the EFL situation, we need to redefine the motivational constructs because most of language learning takes place

in the formal classroom[1].

This study aimed at both a new theoretical framework as a response to recent debate about motivational theory, and practical suggestions from the information in the classroom. The purpose of the study was to answer the questions about what motivational orientations students have, how motivational orientations develop, and what factors influence the change in the motivation in the typical EFL classroom. I began by grounding this study in recent studies on motivation, presented the responses constructed from students' statements, and then suggested useful strategies to motivate students for foreign language learners.

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[1]Dornyei (1990a) distinguished ESL from as follows: the former refers to"those contexts in which the target language is learned at least partly embedded in the host environment," while the latter involves learning the target language in institutional/academic settings without regularly interacting with the target language community (p. 45).

Chapter II. Literature Review

There has been growing interest in the area of second language learning motivation in the past few decades. Gardner and his colleagues have done a good deal of research examining motivations for language learning using a socio-psychological framework, which they entitled the "socio-educational model" (Gardner & Lambert, 1959, 1972; Gardner, 1985b; Gardner & MacIntyre, 1992, 1993). Socio-psychologists such as Gardner and Lambert proposed that the second language learner's attitudes towards the linguistic-cultural community of the target language, which they call "integrative orientation"[2], influence success in second language learning indirectly through motivation. In other words, integratively-motivated learners[3] tend to succeed in the second language achievement. This has been labeled the "integrative motive hypothesis" in Crookes & Schmidt (1991). Several themes and questions emerged from this body of research.

Recent researchers have questioned whether the socio-educational model could be generalized to different contexts, in particular foreign language learning settings (Schmidt et al., 1996; Dornyei, 1990a, 1990b, 1994a; Clement et al., 1994; Kraemer, 1993; Ely, 1986a, 1986b; Lukmani, 1972; Clement & Kruidenier, 1983; Oxford & Shearin, 1994, 1996). Because the socio-educational model was developed in ESL or bilingual situations (especially in Canada), where students could use the

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[2]Integrative orientation refers to "the class of reasons that suggest that an individual is learning a second language in order to learn about, interact with, or become closer to, the second language community" (Gardner & Tremblay, 1994b; Gardner, 1985, p. 54).

[3]Integrative motive refers to the composite of "integrativeness", "attitudes towards the learning situation", and "motivation" (Gardner, 1985b).

second language outside classroom, the model focused on the social dimension of L2 motivation, that is, "integrative orientation". Recent researchers claimed that foreign language learning (EFL) motivation, in settings where most learning of English takes place in the formal classroom, might consist of sub-components of Gardner's traditional integrative/instrumental orientations as well as intrinsic orientation, depending on the contexts[4] (Clement & Kruidenier, 1983; Dornyei, 1990a; Clement et al., 1994; Julkunen, 1989; Schmidt et al., 1996).

On the other hand, current researchers were concerned about the question of whether Gardner's conceptualization of "motivation" was restricted to the integrative motive or whether there could be other motives in foreign language learning (Dornyei, 1994b; Oxford & Shearin, 1994, 1996). Dornyei (1994a) argued that the socio-educational model did not include details on cognitive aspects of motivation to learn, because it was based on motivational components grounded in the social milieu rather than in foreign language classrooms. Several recent research studies indicated that new cognitive variables such as need for achievement (Dornyei, 1990a), attributions (Schmidt et al., 1996), self-confidence (Clement et al., 1994), self-efficacy, and goal setting (Tremblay & Gardner, 1995) influence foreign language learning. The main criticism was that "the exact nature of the social and pragmatic dimensions of L2 motivation was always dependent on who learns what language where" (Dornyei, 1994a, p. 275). This current research indicated that motivation was not a single construct like Gardner's "integrative motive" factor, but a multifactor construct which was composed of several sub-

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[4]The context means "who learns what language in what milieu" in Clement & Kruidenier (1983), language learning contexts (ESL versus EFL) in Dornyei (1990a), and sample subject differences (young school learners versus adult learners) in Clement et al. (1994).

components, depending on the language learning contexts (Bardwell & Braaksma, 1984; Schmidt et al., 1996).

Many current researchers on second/foreign language learning motivation recommended that motivation research should be conducted longitudinally, not just cross-sectionally (Tremblay & Gardner, 1995; Dornyei, 1996; Oxford & Shearin, 1994). Boekaerts (1988) argued that assessing students' motivational orientations in one type of learning situation was not enough to predict their motivation for all learning situations. The research in second language learning motivation has focused on describing motivation at a given moment-in time so far, but no L2 research in motivation investigated developmental change of the same individuals over time although changes in interest and anxiety level can influence motivational change (Gardner, 1985b, chapter 5; Gardner & MacIntyre, 1993; Oxford & Shearin, 1994). As Oxford & Shearin (1994, 1996) pointed out, there might be developmental aspects as well as definitional aspects of motivation.

Other research indicates that gender might be related to students' second language learning motivation (Green & Oxford, 1995; MacIntyre, 1994). Many researchers argued that females' orientations are likely to be manifested in sex-appropriate areas, particularly social skills (Stein & Bailey, 1973; Nyikos, 1987, 1990; Maccobby & Jacklin, 1974; Oxford, 1993). A few researchers in the socio-educational model showed that females have more favorable attitudes toward learning a second language and are more motivated than males (Muchnick & Wolfe, 1982; Burstall, 1975). Research by Schmidt et al. (1996) also identified a gender difference in goal orientations. These findings indicated that gender differences in motivation appear in sex-appropriate activities and further motivation might be related to gender.

Chapter III. Pilot Study (Exploratory study of changes in motivation)

The purpose of this pilot study was to explore what kinds of orientations or motivations Korean EFL students have and whether those motivations differ from the past or the future. For the pilot study, 40 males and 40 females were randomly selected from two Korean high schools. The researcher proposed the following research questions: (1) When and for what purpose do students use English (Language use)?; (2) What are students' motivations (orientations) and attitudes towards Americans or the British in EFL formal language classroom?; (3) How different are their current motivation (orientations) from the past or the future?; and (4) What do they think improves their interests or motivations and facilitates their foreign language learning in the classroom?. The data were categorized into specific items, based on the previous findings (Dornyei, 1990a; Clement & Krudenier, 1983; Clement et al., 1994).

III-1. Informants

In this research, 40 males and 40 females were randomly selected from two Korean high schools in which English was taught as a required subject in 1995. These high school informants were similar to Dornyei's (1990a) and Clement et al.'s (1994) typical EFL high school population. The distinction between males and females was also designed to identify the gender differences in foreign language learning motivation. Unfortunately, one school was in a rural area for the females and the other was in an urban area for the males, which might interact with gender.

III-2. Setting

Because this study focused on Korean EFL students' motivational constructs, the following information about the Korean education situation was helpful. This information came from my

experience and from the Korean teachers, Lee 1 (a rural English teacher) and Lee 2 (an urban math teacher). English as a school subject was more than a required course, because the score for English as a school subject was a major requirement for entering a university. The urban school was located in Pusan, the second largest city as well as the biggest harbor in Korea. This environment supplied many foreign contacts for students. They often observed foreigners and foreign symbols on the street. The rural school represents a situation in which there are no direct contacts with the target culture. However, because this area possessed sightseeing attractions, such as a beautiful river and forests, foreigners often visited this area during the tourist season. A typical Korean class has about 45 students: range 35-55. Rural areas had a much smaller class size than urban areas. The two schools in this study had 35 (rural) and 50 (urban) students per classroom. English as a required subject was taught 5 hours per week in each school. In both schools, students were required to study at school from 8 o'clock in the morning to 10 o'clock at night everyday.

III-3. Measurement and the method of the analysis

Because students motivation might include new motivational constructs not identified previously, the researcher used an open-ended questionnaire. The open-ended questionnaire included three major sections: (1) language use; (2) motivational orientations and attitudes towards learning English; and (3) changes in motivation. Students were asked to answer the following open-ended questions: (1) "When and for what purpose do you use English" (Language use)?; (2) "What are your motivations (orientations) and attitudes towards Americans or the British in EFL formal language classroom?; (3) "How different are your current motivation (orientations) from the past or the future?; and (4) opinions or recommendation regarding classroom activities including teaching and textbooks. Because the

questions asked students their opinions of teaching methods, the researcher asked music and mathematics teachers to conduct the survey. In this way, the presence of English teachers' influence on the students' responses was minimized. The data were categorized into specific items, based on previous findings (Dornyei, 1990a; Clement & Kruidenier, 1983; Clement et al., 1994). No statistical analysis such as factor analysis was conducted to find EFL motivational factors, because the purpose of this study was to investigate general phenomena in Korean students' motivation as a pilot study.

IV. Results and discussion

IV-1. Language Use

The following responses were from students' response to the first question: "When and for what purpose are you using English?". The items were categorized into Dornyei's (1990a) language use factors.

Language Use	Rural girl's school (40)	Urban boy's school (40)
Instrumental language use	Taking exams (15)	Taking exams (18)
	Taking educational program (2)	Taking educational program (3)
Passive socio-cultural	Watching movie (5)	Watching movie (3)
	Listening to a pop-song (12)	Listening to a pop-song (7)
		Listening to AFKN (a radio station for American army) (2)
Communicative socio-cultural	Chatting in English (3)	Chatting in English (3) Pen-pal letters with girl friends (1)
	Greeting foreigners on the street (2)	Greeting foreigners on the street (1)
Reading for nonprofessional purpose	Reading newspaper or magazines (2)	
Never Use	10	8

<Table 1>

The above results showed a similar categories which were found in Dornyei (1990a). Dornyei (1990a) found 4 language use factors with adult EFL learners: (1) instrumental language use; (2)

passive socio-cultural language use; (3) communicative socio-cultural language use; and (4) reading for nonprofessional purposes. The first two items looked similar to the instrumental language use: "taking exams" and "taking educational program",[5] but they were different in that Dornyei's adult learners were concerned about the utility of English in their job or professional interest, while Korean high school students, about exams or educational programs. These results showed a typical EFL classroom situation, since students were most concerned about classroom tests.

On the other hand, the other three categories were related to the integrative orientation: i.e., passive socio-cultural, communicative socio-cultural, and reading for nonprofessional purpose. Most language use was, however, restricted to "passive socio-cultural" use such as "watching a movie", "listening to a pop-song", or listening to AFKN (Dornyei, 1990a). Dornyei's passive socio-cultural use factor involved "passive, receptive areas of non-instrumental language use" (p. 52). Only a few students used English for "communicative socio-cultural" purpose (Dornyei, 1990a), such as "chatting in English with friends" and "greeting foreigners on the street". Only 2 females reported "reading newspaper or magazines" which was similar to Dornyei's "reading for nonprofessional purposes." This was also closely related to the "English-media" factor in Clement et al. (1994). The highest frequency of the passive socio-cultural use seemed to be reasonable in the contexts where students rarely made sufficient contacts with the target language community (Dornyei, 1990a). In contrast, the relatively low frequency of the communicative socio-cultural use also explained the EFL language learning situations.

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[5]Many Korean students watch English educational programs on T.V., which aim to instruct English Conversation skills or prepare the entrance exam.

The above findings indicated that instrumental language use was relatively homogeneous, while integrative language use was sub-grouped into several sub-components. In addition the instrumental and integrative language use fields were closely related to instrumental and integrative orientations respectively. This suggests that the sub-components of the instrumental orientation were possibly homogeneous, while the integrative orientation could be sub-categorized into the sub-components, depending on the contexts (Clement & Kruideneir, 1983; Dornyei, 1990a; Clement et al., 1994).

However, many students, 10 females and 8 males, reported they never use English. This language use pattern can be explained by the following statements:

"We don't have any opportunities to use English inside or outside class."

"English for test preparation cannot be used in the real world."

Interestingly, the results indicated little differences between the two schools. It could be due to the similar EFL class situation where both schools required students to study at school from morning to evening. Even though social environments supplied a lot of foreign inputs for male students in the urban areas, these school situations did not seem to be influenced by outside inputs. Therefore, most language use was for the instrumental use or passive socio-cultural language use.

IV-2. Motivational orientations

Students were asked to answer the following question: "What are your motivational orientations (reasons) to study English or attitudes towards the Americans or the British?".

Possible factors	Females (40)	Males (40)
Instrumental orientation	To enter university (17)	To enter university (33)
	To get a job (4)	To get a job (5)
	International language (3)	International language (2)
Integrative orientation	Traveling (4)	Traveling (2)
	Showing off (3)	Showing off (1)
	Studying abroad (1)	To date American girls (2)
	To communicate with foreigners (2)	To communicate with foreigners (1) /To read literature in English (2)
Requirement (Ely, 1986a)	Requirement (9)	Requirement (5)
	High proportion in school curriculum (1)	
Intrinsic orientation	Curiosity about a new language (2)	
Extrinsic orientation	Grading (4) *	
Context-specific orientation	"World-wide" situation (3)	"World-wide" situation (7)

<Table 2>

Most students reported instrumental orientation: to enter university and to get a job, but male students seemed be more concerned about this orientation than females: females, 21 and males, 38.

This finding supports that instrumental orientation plays a significant role in foreign language learning motivation (Dornyei, 1990a; Oxford & Shearin, 1994). The item, "getting a job", was reported by a small number of students. This could be due to the types of schools, which were designed to meet the entrance of the university. In addition studying for the reason of "international language" was also one of instrumental orientation items in Gardner (1985a) and Clement et al. (1994).

Students' orientations also indicated the integrative orientation factor: "traveling" (Clement & Kruidenier, 1983), "studying abroad" (Dornyei, 1990a), "showing off"; "to communicate with foreigners"; and "to read foreign literature in English" (Dornyei, 1990a, Clement et al., 1994). These items could not be concluded as important factors found in previous research with small size of samples, but the responses indicate possible sub-components of integrative orientation suggested by previous researchers (Dornyei, 1990a; Clement et al., 1994). In addition the integrative orientations showed a several different sub-components or sub-categories. This supports that the integrative orientation could be sub-grouped into the sub-components, depending on the contexts (Clement & Kruidenier, 1983; Dornyei, 1990a; Clement et al., 1994).

The third category, requirement and high proportion in school curriculum, resembled Ely's (1986a) "requirement" factor. Ely studied the university students of Spanish, and found this factor to be the least influencing factor to second language learning. It was reasonable that just forcing students to study a second/foreign language as a requirement could cause the loss of self-efficacy and in turn fail in second language learning (Hernick & Kennedy, 1968). However, "requirement" could not be considered as one of orientations, because this was not related to goals or outcomes, as Gardner (1985b) pointed out,

The fourth response, curiosity about a new language, was labeled as "intrinsic orientation", following Deci & Ryan's (1985, p. 245) definition. Several researchers also found intrinsic orientation factor in the foreign language contexts (Julkunen, 1989; Schmidt et al., 1996). In addition the orientation, "to read a foreign literature in English", was similar to "reading for nonprofessional purposes," in the previous language use field. This orientation was related to "interest in foreign cultures" or "desire for new knowledge" , that is, the sub-components of the integrative orientation in Dornyei (1990a). Even though this orientation was grouped into one of the integrative orientation in this study, this could be associated with the intrinsic orientation. Dornyei (1990a) found the relationships between reading for nonprofessional purposes and the intrinsic orientation in the correlation study between language use field and orientations.

On the other hand, four female students reported "grade results" as one of their orientations, which was similar to "extrinsic motivation" (Deci & Ryan, 1985, p. 35). This extrinsic orientation could be gender-related, because only female students reported it. Females are more likely to be sensitive to the grade results than males. The research in the foreign language learning motivation has focused on the integrative and instrumental orientations/motivations so far. However, the intrinsic and extrinsic orientations/motivations might be more important in the contexts where most of learning takes place in the formal classroom. Therefore, the intrinsic/extrinsic orientations could be a possible predictor of motivation in the foreign language learning contexts, even though only small number of students reported these orientations.

Finally, students' motivational orientations were influenced by the social-milieu (Gardner, 1988; Kraemer, 1993; Ely, 1986a). The "requirement" orientation was expected from an educational system.

A second interesting orientation, "the world-wide" situation, was the Korean president's slogan in 1994 presidential address. This political factor seemed to influence more male urban students than female rural students. In addition the orientation, studying English because of "international language" might be influenced by the current economic situation, which was related to "instrumental orientation". However, these orientations did not seem to affect high school students, since they were mentioned by only a small percent of the sample subjects. In addition these orientations might differ from year to year.

Different attitudes towards Americans were evident in that females in rural areas tended to show more positive attitudes than males in urban areas. Most male urban students reported negative views of Americans even though a few male students showed more positive views as follows:

Negative views: (a) segregationist; (b) enjoy freedom but no responsibility; (c) wild and rude; (d) hate Americans. (Most males' responses)

Positive views: (a) because there are differences between western culture and eastern culture, we further study the differences. (Most females' responses)

These gender differences in attitudes support the previous findings (Burstall, 1975; Muchnick & Wolfe, 1982; Wong & Csikszentmihalyi, 1991). The research in general psychology showed that females had a more positive attitudes toward school and value their education more than males (Wong & Csikszentmihalyi, 1991). In addition Oxford et al. (1993a, 1993b) also found that females had higher scores than males on the "integrative orientation" in the foreign language learning motivation research.

IV-3. Implication of Change in Orientation/Motivation

The following statements were from students' responses to the question, "How your current motivation differs from the past or the future?". Twenty three females and few males, 8, among 40 respectively reported the changes in orientations/motivations, either from the past (middle school years) to the current (high school years) or from the current to the future. This difference between males and females might explain their different development in language learning (Oxford, 1993; Green & Oxford, 1995; Stein & Bailey, 1973). The following statements showed how students' current motivational orientations differed from the past. Most male students answered "no change", but a few students reported several changes in orientation/motivation. Most students reporting the change in orientation/motivation showed the direction from the past to the current, while 5 females reported the possibility of motivational change in the future. The changes in orientation/motivation revealed several patterns. The following categories were categorized into similar patterns.

(a) The first category indicates the direction from the intrinsic orientation/motivation to instrumental orientation/motivation as follows: (sample statement)

Five females: "In the middle school, I was interested in studying a new language, but I am studying English because of current situations: i.e., to enter a university or to get a grade. This causes me to lose interest."

Six males: "First time, I studied English because of interest or curiosity to a new language, but I am studying to enter a university."

Both males and females reported that they were intrinsically-orientated to study English during the middle school years, because they learned English for the first time. However, they study English for

instrumental purpose, that is, the purpose of college entrance, during the high school years. Students seemed to be intrinsically orientated in the early days of the middle school year, because they learned English for the first time.

(b) The second category showed the change from intrinsic and extrinsic orientation/motivation during the middle school years to the loss of the interests because of external causes such as task difficulty (locus of control) during the high school years:

Five females: "At first, English was so easy and interesting that I was interested in studying English during middle school years, but it was getting so more difficult that I lost interest."

Three females: "Teaching styles were so interesting during the middle school years, but high school teachers' teaching methods are always monotonous and boring."

Two males: "In the middle school, it was so interesting and easy, but now it is so difficult." The above statements showed that students' orientations were influenced by the instructions in the classroom. In other words, students' interests or curiosity were influenced by the external factors: (i.e., teaching methods, styles, and class difficulty), during the middle school years. In addition students reported that they studied English because it was easy during the middle school years, but they lost interests or curiosity because of class difficulty during the high school years. Deci & Ryan (1985) defined "intrinsic motivation" as "an activity when a person does an activity in the absence of a reward contingency or control", while "extrinsic motivation" refers to "behavior where the reason for doing it is something other than an interest in the activity itself" (pp. 34-35). According to Harter (1981), preference for easy work and external criteria for success/failure were considered as the extrinsic orientation, while preference for challenging work, as the intrinsic orientation.

The above statements indicated that students were extrinsically orientated to study English, because their interests or curiosity were determined by the easy work or external causes such as teaching methods and styles. They might be interested in learning a new language for the curiosity or interests in the early days of the middle school years, that is, intrinsically orientated, but they were extrinsically motivated by the external causes or the easy work during the middle school years (Deci & Ryan, 1985; Harter, 1981). However, they lost their interests or curiosity because of the class difficulty during the high school years (Weiner, 1985). This indicated that students' intrinsic orientations should be accompanied by the ability to do in the classroom (Deci & Ryan, 1985, 1991). Otherwise, they could lose their original interests or curiosity. Students also attributed their success/failure to external causes, that is, task difficulty, during the high school years.

In addition, the responses revealed the gender difference: 8 females versus only 2 males. Therefore, females were more likely to be sensitive to the learning environments than males. If they could not control the external causes, they probably tended to give up studying during the high school years.

(c) The third category involves the attributions of success or failure to internal or controllable aspects of attributions:

Four females: "First time, the curiosity for a new language interested me, but I lost this curiosity, because I did not study English hard."

Four females: "If I had studied English hard, I would be interested in English in class now."

This category also concerned the attributions of loss of interest to their own internal or controllable causes, that is, efforts, rather than external or uncontrollable causes such as teaching methods.

Therefore, students' intrinsic orientations were associated with internally controllable causes of attributions. Weiner (1985) proposed that causal attributions of success/failure could be explained in terms of locus of control (internal vs. external) and controllability (whether people control or not). The above statements indicated that students' intrinsic orientation was closely associated with the causal attributions. According to the attributions theory, efforts could be considered as internal and controllable causes. Therefore, the above statements indicated that if students might spend more efforts on language learning and they probably succeed, they could continue higher intrinsic motivation, or vice versa.

Both second and third categories were related to the attribution theory, in which attributions of success or failure might be related to internal/external aspects (locus of control) or controllability, and affect motivation (Weiner, 1985; Locke & Latham, 1990). These two categories were similar to determination and beliefs about failure in Schmidt et al. (1996) respectively, which were defined as the dimension of locus of control. These two categories were also related to adaptive and maladaptive attributions in Tremblay & Gardner (1995), which were defined as the dimension of controllability. However, Dornyei (1990a) claimed that "attributions about past failure" factor could be expected to affect motivation, because "learning failure" was a very common phenomena in foreign language learning contexts. This factor was similar to "helplessness" in Julkunen (1989). The above two categories were concerned about the learning failure because of either internal/external or controllable/uncontrollable causes. This finding supported the arguments proposed by Dornyei (1990a).

(d) Fourth category: Motivational and cognitive-informational aspects of intrinsic/extrinsic orientations

Two females: "I became interested in studying English, because I got an excellent grade during

the middle school years. But I lost interest since I got a bad grade during the high school years." This statement shows that grade results might affect females' interest in studying English, indicating the possibility of extrinsic motivation (Deci & Ryan, 1985). Harter (1981) found that intrinsic/extrinsic orientations could be distinguished between motivational and cognitive-informational sub-scales. She defined the intrinsic/extrinsic orientations in terms of the five dimensions. The three dimensions could be introduced here: (a) preference for challenging work vs. preference for easy work; (b) curiosity/interests vs. teacher approval; and (c) internal versus external criteria for success/failure. In each dimension, left sides were considered as the intrinsic orientations, while right sides were considered as the extrinsic orientations. She further found that the first two dimensions were interpreted as more motivational in nature, while the last dimension was viewed as more cognitive-informational in nature.

Therefore, students' interests were considered as motivational intrinsic orientation, while the grades, as cognitive-informational extrinsic orientations, that is, external criteria for success/failure. The external criteria for success/failure seemed to influence students' intrinsic orientation positively during the middle school years, but negatively during the high school years, or vice versa. Previous research showed that there was a shift from intrinsic to extrinsic on the motivational clusters, while there was a reverse direction from extrinsic to intrinsic on the cognitive-informational clusters in the early days of school periods (Harter, 1981; Julkunen, 1989). However, the above statements indicated that both motivational and cognitive-informational clusters were operating together and influencing each other.

In addition, the following statements from the female students gave us some insights of the future direction from the current orientation.

(a) First category: from instrumental orientation to integrative one.

Three females: "Even though I am studying English to enter a university, I will study English to communicate with foreigners, or penpal letters, once I am admitted to a university."

(b) Second category: from instrumental orientation to another instrumental one.

Two females: "So far, I have studied English to enter a university, but I will study to get a job." I want to call this future orientation as "potential" one. Even though they were required to adopt current values of cultural reference groups, that is, studying English for instrumental purpose, they would do what they want in the future. These "goal conflicts" between students' and cultural values might result in motivational problems (Keller, 1983, p. 408).

In summary, the above results gave us several insights into developmental aspects of motivation (Oxford & Shearin, 1994). First of all, students' motivation or orientations were not fixed or definitional. Those might change over time. Current motivational orientations were different from those in the past (see Table 3 for current motivational orientations). Most of changes in orientations/motivations were, however, restricted to intrinsic/extrinsic ones rather than integrative and instrumental ones. In addition intrinsic and extrinsic orientations seemed to be sub-grouped into motivational and cognitive-informational sub-scales (Harter, 1981). Furthermore, these motivational components, i.e., challenge and curiosity, seemed to be influenced by cognitive-informational ones, i.e., internal/external criteria for success/failure, or vice versa.

On the other hand, intrinsic/extrinsic orientations/motivations were closely related to attributions, i.e., the locus of control and controllability, which were in turn associated with learning environments, i.e., class difficulty and teaching styles. Students' intrinsic/extrinsic

orientations/motivation could not continue, because of external causes such as task difficulty or teaching styles. This indicated that students' original intrinsic/extrinsic orientations should be accompanied by "ability to do." Otherwise, they might lead to helplessness or "attributions about past failure" (Julkunen, 1989; Dornyei, 1990a; Tremblay & Gardner, 1995; Schmidt et al., 1996).

The above findings indicated that three motivational factors, intrinsic/extrinsic orientations/motivations, attributions (locus of control or controllability), and self-confidence/ability to do, were involved with foreign language learning. Schmidt et al. (1996) found that students who attributed success/failure to internal causes were more motivated to study a foreign language. On the other hand, Tremblay & Gardner (1995) reported that controllable causes to which students attribute their success/failure, called adaptive attributions, were likely to lead to motivated behavior indirectly through the self-efficacy. Korean students tended to attribute success/failure to external causes. If they could control the external causes, it seemed that they were likely to continue their interests or curiosity. However, if they could not, it might lead to helplessness (Julkunen, 1989).

The differences between middle school and high school years could be explained by the self-determination theory (Deci & Ryan, 1985, 1990). Deci & Ryan claimed that students were engaged in a developmental process that was intrinsic to their nature. They further argued that the developmental processes entailed differentiating aspects of one's interests and capacities and then working to bring them together, called "organismic integration" (Deci & Ryan, 1990). Korean students' orientations, whether intrinsic or extrinsic, should be accompanied by their ability to become internalized. Therefore, students could not continue their intrinsic or extrinsic orientations, because they could not handle the class difficulty during the high school years.

In conclusion, intrinsic/extrinsic orientations/motivations rather than integrative and instrumental ones seemed to be more influential in the foreign language contexts, where most of language learning takes place in the formal classroom. In addition the changes in intrinsic/extrinsic orientations/motivations were influenced by attributions, ability to do, and LE factors. These three factors influenced students' intrinsic and extrinsic orientations/motivations together, which caused students' cahnges in orientations/motivations. Therefore, foreign language learners, particularly, school population, were influenced by intrinsic/extrinsic orientations/motivations in the formal classroom, even though they reported instrumental/integrative orientations more frequently than intrinsic/extrinsic ones.

Gardner & Tremblay (1994a) claimed that situational characteristics may interact with traits to increase or decrease motivation. Boekaerts (1985, 1986) argued that a better understanding of students' motivation should be defined in terms of both trait (relatively stable) and state (situation-specific) motivation. Traditionally, integrative, intrinsic/extrinsic orientations/motivations were considered as a trait motivation. Boekaerts further argued that relatively stable motivational characteristics (traits) could interact with various characteristics of the situation in a unique way (1988, 1986, 1985). However, only intrinsic/extrinsic orientations/motivations seemed to be interacted with several classroom factors, i.e., attributions, self-confidence, and LE factors, in the formal classroom.

Furthermore, the findings indicated that motivation consisted of a multi-factor construct, not a single factor like Gardner's (1985) integrative motive (Schmidt et al., 1996). Students' motivational constructs were influenced by several intervening factors. Intervening factors such as instruction, task difficulty, and efforts, are likely to result in students' current orientations and motivation. However, females seemed to be more sensitive to learning environments. Females not only reported more

positive attitudes towards a target community, but are also more sensitive to the extrinsic rewards, i.e., grades. In addition females are more likely to be influenced by teaching styles or class difficulties than males.

The research in second language learning motivation has primarily focused on describing motivation at a given point in time so far (Dornyei, 1996). This exploratory study indicated that students' orientations/motivations changed over time because of several intervening factors. The results revealed that many factors changed students' initial orientations or motivations. In addition, the results indicated a gender difference in motivational changes and attitudes towards the learning environments and a target community.

Chapter V. Educational Implications from students' opinions about teaching methods (Instructional Preferences)

Because most of foreign language learning takes place in the formal classroom, students' instructional preferences about teaching methods might be more important than in ESL/multi-cultural contexts (Schmidt et al., 1996). This information was also important for the practical purpose and hence the researcher asked students to describe their instructional preferences or teaching techniques to improve their motivation or interest. Students were given the following question: "What do you think improves your interest or motivation and facilitates your foreign language learning in the classroom?". Female and male students suggested 16 and 25 teaching techniques respectively. These techniques can be used to help EFL teachers and students to design their teaching/learning in more interesting ways. Students' responses was summarized as follows (see Dornyei, 1994a; Oxford & Shearin, 1994; Keller, 1983; Ames, 1992):

- "Speaking should be emphasized during English class." (5 males)

- "We should discuss any topic with teacher in English." (15 males and 16 females)

- "Live" language rather than "dead" language should be taught in class" (4 males and 5 females) (The researcher assume that this distinction might be that between "spoken" versus "written" languages.)

- "Class topic should be explained slowly, easily, and clearly in class and summarization should be given to students." (7 males)

- "Teachers should repeat or review previous information." (5 females)

- "Teaching should be individualized." (5 males)

- "Syllabus or curriculum should be theme-based." (4 males)

- "Native speakers should be invited to class." (3 males and 3 females)

- "Learning in class should be interesting." (6 males and 5 females)

- "Pop-songs or foreign movies should be introduced in class." (6 females)

- "Authentic language, which is likely to be used in the target community, should be taught." (3 females)

- "Speaking, reading, and listening should be taught in balance in class." (5 males)

- "Reading comprehension should be emphasized rather than grammar." (3 females)

- "Educational system should be reformed." (3 males)

- "Teaching should not be based on test preparation." (15 males)

- "A target culture should be introduced in class." (5 females)

- "Threatening environments such as physical punishment should be avoided in class." (8 males)

- "Psychological stress on the test should be avoided in class." (10 males)

- "Authorized textbooks should be discarded." (3 males)

- "Textbooks should include more English conversation dialogues and clear explanation." (3 females)

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